



Office of the Attorney General

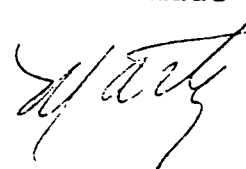

November 9, 1984

Monsignor Barry
Reverend Herzfeld

Attached (finally!) is a summary of the meeting of the Subcommittee on Education/Community Relations Meeting. As I have done with the other committee summaries, I would like to send this to the education subcommittee members after you have reviewed and approved it. If you have any changes or comments or approve as is please give me a call by Tuesday, so that we can send it out. I am finalizing an agenda for the December 13 meeting which I hope to have out soon incorporating the suggestions for presentations made at the last meeting.

Reverend Herzfeld:

I will send this out from here with a little cover memo over your signature.



Marty Mercado
Chief, Office of Community and Consumer Affairs

November 9, 1984

Members, Education/Community Relations Subcommittee

Msgr. William Barry
Irma Castro
Richard Chavez
Tom Coleman
Janet Levy
Leticia Quezada
Dr. Hazel Russell

Enclosed is the summary of the meeting of our subcommittee held on September 10, 1984.

If you have any comments, or changes, please call Marty so she may correct them before the December meeting.

As a reminder, we were to send to Marty our lists of organizations/agencies to notify of commission meetings, etc.

Sincerely,

REVEREND WILLIAM HERZFELD
Chairman, Education/Community
Relations Subcommittee

WH:dah

Enclosure

Dev 11/16

Summary of Subcommittee on Education/Community Relations Meeting

RERMV Commission
September 10, 1984

Members Present:

Rev. Will Herzfeld, Chair
Janet Levy
Tom Coleman
Dr. Hazel Russell
Msgr. William Barry

Absent

Irma Castro
Richard Chavez
Leticia Quezada

The recommendations from the Governor's 1982 Task Force on Civil Rights Report were distributed to members for review.

Discussion centered around the need for a civil rights handbook patterned after the Women's Rights Handbook produced by the Attorney General's Office. The question was raised as to whether this would be a handbook that can be used by the general public or community relations commissions. It was pointed out that the Women's Handbook did not contain citations, and that a handbook should be developed that would accomodate the needs of the public and not be strictly legally oriented, but which incorporated the citations as footnotes.

Commissioner Coleman distributed copies of the Executive Summary of the Commission on Personal Privacy Report as an example that would accomodate both interests. The summary contains material from the report in a more summary fashion with the citations noted in the margin next to the paragraph.

There was also discussion about development of a booklet on a lesser scale dealing with rights of people, and development of some educational materials and programs that can be used by local groups for model training programs.

An immediate priority identified was the need to get the word out to community organizations about the existence of the Commission and its purpose.

Continuing work with the press was also noted. Concern at the lack of response by the press to the creation of the Commission was expressed. It was suggested that when press releases contain information on issues that may be newsworthy, such as action items on agendas, etc., the press may be more responsive. As an example, Commissioner Coleman indicated it was his intent to write an article on AB 848, as soon as it is signed by the Governor, for publication in gay newspapers, to focus on the bill as a news item, and then lead into creation of the Commission.

The members identified those items of particular concern to them and what they felt the commission should accomplish.

Commissioner Coleman:

- development of a pamphlet dealing with rights of people, victims of violence.
- to work with the Commission on POST to do a model training program on community relations and in-service training; development of educational material and or programs that can be used by local groups.
- work with educational and other institutions such as the Department of Youth Authority and the Department of Education to begin educating our youth on community relations and rights of people.

Commissioner Levy:

- provide liaison function throughout the state by providing other communities with a model such as the San Francisco Senior Escort Outreach Program.

This is a model program that utilizes a roving patrol to assist the elderly if they want to go out and are afraid to go alone; e.g., to do shopping, etc. In the last year they have prevented thousands of muggings and beatings and acts of violence against the elderly.

Commissioner Levy stated that she would like to see this program adopted throughout the state.

She also indicated that she would like to see:

- involvement with ethnic elderly groups. She indicated there has been quite a good relationship between the elderly and the gay community.
- coordination with other state departments such as the Department of Aging, Department of Education, Social Services, Recreation, etc.
- Training of police officers. She indicated that many officers really don't know much about older people, and the effects of some of their illnesses; they assume they are either drunk or under the influence of drugs, when they are just sick.

Monsignor Barry:

- explore avenues to get the information to organizations

such as social service organizations, etc. who could disseminate it.

- to get the message out to people; raise the consciousness of people to make them more aware of these situations.

Dr. Russell:

- Public education: Much of this violence goes on in schools. The schools do not do enough human relations kind of ethnic studies.
- Need to have the State Department of Education involved with committee. Request that they assign a liaison representative to committee.

The question as to whether the Commission would hold public hearings was discussed. It was pointed out that while the Commission had not ruled out holding public hearings, that the emphasis would be that the Commission would hear from those agencies who have held hearings-on what their findings and recommendations are.

Rev. Herzfeld pointed out that the morning's presentation by the Sacramento County Human Relations Commission had made several recommendations which could be used for purposes of discussion, such as:

- publication of a rights booklet for immigrants.
- the issue of language, which is related to the question of education. The Commission may want to decide to invite the participation of the State Department of Education.
- the investigation of ownership of housing inhabited by Indo-Chinese people;
- state funding for local fair housing - human rights commissions; and county and city governments.

These were some of the specific suggestions directed to the Office of the Attorney General.

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He indicated it would be incumbent on members, therefore to identify other agencies or groups who have held public hearings, especially those who may have information on some of the topics that would not be touched on, were it not for the existence of this kind of Commission.

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Rev. Herzfeld asked if it were feasible for the Commission to publish a meeting schedule in advance so that people who might want to come and participate would be notified.

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Commissioner Coleman pointed out that there had been discussion about the need to have human relations commissions, and the fact that San Diego does not have one. Since we will be meeting in San Diego he stated it might be appropriate to have a presentation on the need for a human relations commission in San Diego, how it relates to violence, bigotry, etc.

Marty pointed out the "Equal Rights Under the Law" Handbook - handed out by Marian Johnston, that was done primarily for the legal profession about 20 years ago, might be appropriate to have updated and is something that the Commission might want to consider.

It was agreed that the commission should recommend to staff that the equal rights statutes handbook be updated, and perhaps that could be an appendix to the civil rights handbook.

Monsignor Barry stated that as we compile information, we should not have a preconceived notion of what is going to be published. As information is developed, we may wish to reproduce it in one form or another to meet the needs of the public, enforcement agencies, etc.

It was suggested that the committee should establish a relationship with other minority groups for purposes of on-going dialogue, and invite their input.

There was discussion about SB 2080. The bill would be effective January 1, 1985, and appropriates \$75,000 to the Department of Justice to compile and analyze information on RERMV, to establish a standard for reporting. It was pointed out that the Department of Justice would be responsible for implementation.

It was suggested that a recommendation be made to the whole Commission that each member compile a list of public rights organizations that we should notify of the commissions' existence, and that each member take the responsibility for a cover letter to send to those groups.

**ATTORNEY GENERAL'S COMMISSION ON RACIAL, ETHNIC,
RELIGIOUS, AND MINORITY VIOLENCE**



John Van de Kamp
Attorney General

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Msgr. William J. Barry, Chair
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Joaquin Avila
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Irma Castro
San Diego

Richard Chavez
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Vincent Harvier
Sacramento

Rev. Will L. Herzfeld
Oakland

David Kassoy
Los Angeles

Janet Levy
Sacramento

Judge Alice Lytle
Sacramento

John Mack
Los Angeles

Leticia Quezada
Los Angeles

Judge Armando O. Rodriguez
Fresno

Dr. Hazel Hawkins-Russell
Riverside

John Saito
Los Angeles

Diane Yu
Oakland

~~~~~  
Marty Mercado  
Coordinator  
(916) 324-7859

November 16, 1984

TO: Members, Education/Community Relations Subcommittee

Irma Castro  
Richard Chavez  
Tom Coleman  
Janet Levy  
Leticia Quezada  
Dr. Hazel Russell

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Enclosure

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September 10, 1984

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Tom Coleman  
Dr. Hazel Russell  
Msgr. William Barry

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## **BACKGROUND PAPER - RERMV TASK FORCE MEETING WITH SUPERINTENDENT HONIG**

The RERMV Commission made several recommendations that require the direct assistance of the Department of Education in order to be implemented. The following background statement on each of the agenda items is based on discussion at the Task Force meeting in Oakland and the findings and discussions used in the Commission's report.

A commitment from Honig for a formal liaison with the Task Force, and possible dates for follow-up meetings at least every six months should be sought by the Task Force.

### **Agenda Item #1 - Reporting RERMV violence in the schools.**

- #3. California Penal Code Section 628 et seq., which mandate reporting of school violence should be amended to distinguish violence motivated by bigotry and other forms of school violence and require distribution of data on hate violence to local school boards.

Justification: The causes of hate violence differ from other types of school violence. Because special programs are needed to prevent hate violence before it occurs, separate reporting is required in order to monitor the level of crimes motivated by racial hatred. Prevention programs cannot be properly implemented when the extent of hate violence remains unknown.

**Background information attached: SB 2483 (Stirling) Schools: Crime reports; Guidelines & sample forms.**

Because a reporting system for school violence is in place, implementation of this recommendation is very plausible. This can be achieved administratively if Honig agrees. The problem would be, of course, defining "hate crimes". Copies of the SB 2080 report will be available to show the Superintendent that a model program of classifying and recording hate violence already exists.

The Commissioners can further recommend that a meeting be arranged between school administrators who fill out the SSCR forms and representatives from the Division of Law Enforcement (DLE), Bureau of Criminal Statistics. DLE staff could explain the rationale behind the reporting forms they proposed, and give recommendations on how SSCR forms can be adapted to include reporting RERMV violence.

**Agenda Item #2 - Development of programs and curricula addressing human relations issues.**

AB 1273 (Calderon), attached, required the DOE to develop a model curriculum for use by school districts to be incorporated into existing history or social studies courses offered by those districts relating to human rights issues with particular attention to the inhumanity of genocide.

The Department has created an advisory body to assist them in this effort. There are 5 members on the "writing task force" and 8-9 members of the "advisory group", plus 25-30 interested persons who will critique the report.

The report is in its second draft and due out sometime in November. Commissioners should ask to review and critique the report before its final release, and suggest appointing a liaison between themselves and the group?

Also, you will recall that when this bill was discussed at Commission meetings, Tom Coleman was concerned that genocide of gay persons during World War II should not be omitted.

RERMV Commission recommendation #15-C recommends that the Attorney General sponsor a Hate Violence and Prevention Act establishing county human relations centers to (among other things) assist local schools in developing programs and curricula addressing human relations issues.

Justification: Resources are not available to help school administrators prepare for outbreaks of hate violence. Local schools need the assistance of community organizations and human relations centers in preparing conflict resolution programs, establishing lines of communication with parents and students, and assisting victims and witnesses. Because each school faces their own unique problems, locally based HRC's can be the best resource available to them.

**This recommendation should be tied in with Agenda Item #5 - the proposal to establish county human relations centers.**

Establishment of Human Relations Centers will require legislation. The AG has indicated he likes the concept; however, cost will be a major factor in developing a feasible legislative proposal. A background paper on the rationale for creation of HRC's is attached. At this point, it would be good to get Honig's support for the concept.

Finally, the Commissioners should make a special push in getting Honig to publicly commit to the concept of mandatory (to the extent of his department's powers) statewide human relations courses. In his office, Honig has been very successful in achieving the goals that he has personally lobbied for. If the Commissioners can persuade him to make this a high priority in school reform, the likelihood of human relations courses becoming a reality increases tremendously. But in order for this to become part of Honig's school reform program, the Commissioners must stress that

they do not want these courses to be "GPA booster" electives. Human rights classes would be serious social study courses that would give students a chance to discuss what is currently happening in their own neighborhoods, while providing them with a historical review of America's cultural diversity, racial tensions, and greatest human rights advocates.

**Agenda Item #3 - Training of Administrators/Educators on Human Relations**

Enclosed is a paper sent to me by Fred Persily on a proposal for a Human Rights Education Institute which may be helpful. You will recall testimony and Commission members' concern that teachers and administrators need training in human relations as much (more?) as students.

**Agenda Item #4 - Expansion of School/Law Enforcement Partnership Program**

Background information attached explains the School/Law Enforcement Partnership program between the Department of Justice and the Department of Education. Discussions with DOJ Crime Prevention Staff regarding expanding the program to include experts on human relations/RERMV issues could be easily done. If the two principals agree (Van de Kamp and Honig) administrative direction to their staff is all that is required. Task Force members should get Honig's support and commitment to expand the program to include RERMV prevention as well.

Commissioners and Human Rights Resource Center (Persily) could assist by providing names of persons with expertise in this area. This would also

address Commissioner Lytle's concern that there ought to be a way to utilize the experience and expertise of law enforcement officers who testified and provided valuable input to the Commission.

**Agenda Item #5 - Proposed Hate Violence Prevention and Protection Act**

See background statement and rationale for creation of Human Relations Centers. Support for the concept should be sought.



## ISSUE PAPER

### Subject:

RERMV Commission recommendation for implementation of human relations training program in schools.

### Issue:

Should the Attorney General urge Supt. Bill Honig to adopt a human relations program and recommend implementation of such a program statewide?

### Discussion:

With the large increase of minority students in our public schools (currently 46.8%), incidents of racial discrimination and racial violence are increasing.

The Commission has discussed and considered the value of expanding the school system curriculum to include cultural relations training through the use of innovative cultural awareness programs which address the diversity of our population as well as the basic rights of humans.

An example of one such program, is the Hands-Across-the-Campus program, which is being used in 17 secondary schools (35,000 students) in the Los Angeles Unified School District. However, the Commission has discovered that there may be other effective programs but school districts are not aware of them, and even the DOE, Office of Intergroup Relations, was not aware of the Hands-Across-the-Campus program.

School violence based on racial prejudice, particularly against Asians, appears to be increasing, due to lack of understanding of different cultures, language barriers, etc. One way to combat this is through education of students in basic human rights, and the contributions of various cultures to our society.

However, it appears there is no statewide direction for this type of program, and there is a lack of incentive and encouragement for schools to take on this type of program.

The Commission has identified the need to get the Department of Education to identify programs such as the HAC, and provide direction and incentives for schools for statewide implementation.

The Commission is looking for guidance from the AG on how best to proceed in making this recommendation, recognizing the sensitivity of this proposal. Is this an area the AG wants the Commission to explore, and make the recommendation that DOE should adopt and implement such a program?

The Schools partnership program between the AG and Superintendent Honig is addressing gang violence and conflict management, and the racial issue must also be a part of such a program. The school cadre's focus is on training of educators and law enforcement personnel on how to deal with school violence. In addition, however, it is important that students understand basic human rights and have an understanding of cultural differences.

There are pros and cons for any such proposal, among them the problem of already overburdened teachers and the Superintendent's stress on teaching of basic skills. One can argue, however, that learning to live ~~with one~~ <sup>together</sup> ~~another~~ in an ever-increasing diverse society is a basic skill that must be learned at an early age if we are to overcome bigotry and prejudice.

Therefore, the Commission is seeking the AG's advice on how to proceed, and suggests that the AG may wish to consider contacting Superintendent Honig on an informal basis to determine his receptivity to adoption of such a program.

If he is receptive to such a recommendation, then it would be up to him to direct his staff to identify these programs, and develop a strategy for implementation.

**Recommendation:**

That the Attorney General contact Superintendent Honig to determine his receptivity to adoption of such a program, and the development of a statewide implementation plan.

That the AG confer with the Chairman of the RERMV Commission and the subcommittee chairs.

**"HANDS ACROSS THE CAMPUS"**

**FACT SHEET**

Dr. Sid Brickman, Superintendent of the largest Area in the Los Angeles Unified School District (1/10 of all students) has developed a pilot project entitled "Hands Across the Campus." This program will foster inter-cultural and inter-racial understanding and respect as part of the yearly school curriculum. It will help counteract the divisiveness spread by "hate" groups.

The "On Guard" arm of the American Jewish Committee has organized a series of fund-raising events to finance this much-needed project.

"Hands Across the Campus" will involve 10,500 students from four high schools in Los Angeles's most ethnically diverse areas. It will create opportunities to experience, through class assignments and social interaction, the benefits of our nation's diversity.

A corps of specially trained teachers will work with other teachers to create learning projects based on the communities ethnic backgrounds that fit into their classes. Student leaders will be specially trained in group dynamics and in initiating and administering music, arts and sports programs for student participation within their schools and by interacting with other schools.

"Hands Across the Campus" is not a quick-fix cure. For the first time a year-round program has been planned to foster "togetherness within diversity" in our schools. The project incorporates ideas already proven as highly motivating for student participation.

Dr. Brickman believes the pilot project has an excellent chance of being adopted on a city-wide basis and ultimately becoming a model for communities nationwide.

Your support of "Hands Across the Campus" is your investment in a fear-free future and "Indivisible Americanism" in action.

# NEWS

## THE AMERICAN JEWISH COMMITTEE LOS ANGELES CHAPTER

6505 Wilshire Blvd. • Suite 315 • Los Angeles, Calif. 90048  
(213) 655-7071

Contact: Ina Jo Rosenberg, Director of Public Relations (213) 655-7071  
Dr. Sidney Brickman, Superintendent Area 7, L.A. City Schools (213) 625-6773

### FACT SHEET

**WHO:** Dr. Sidney Brickman, Superintendent Area 7, L.A. City Schools.  
Dr. Neil Sandberg, Western Regional Director, The American Jewish Committee.  
ON GUARD, The American Jewish Committee's Women's Task Force.

**WHAT:** HANDS ACROSS THE CAMPUS--a pilot project in the Los Angeles Unified School District aimed to improve race relations. The project will focus on how the KKK, American Nazi Party and other hate groups affect adolescents. An environment of respect, understanding and acceptance between racially diverse groups will be promoted through a series of interdisciplinary activities in English, Social Studies, the performing arts, and "ethnic" field trips.

**WHERE:** Los Angeles Unified School District, Area 7--Eagle Rock, Verdugo Hills, Marshall and Franklin High Schools. Area 7 has a large ethnically mixed student population. Activities of the KKK and the American Nazi Party have been visible in this Area. 10,500 high school students will participate in the project.

**WHEN:**

- September 10, 1981  
Superintendent Brickman will hold final meeting of facilitator-trained, hand-picked staff at Michael's Restaurant in Los Feliz.
- September 12-13, 1981  
A special two-day retreat for carefully selected high school peer leaders will be held to gain their sanction and support for the project.
- September 15, 1981  
HANDS ACROSS THE CAMPUS will begin during L.A. Unified School District's regular fall term.

**HOW:** Federal budget cuts shelved HANDS ACROSS THE CAMPUS until the American Jewish Committee recently raised \$65,000 to fund it. Miriam Groman of AJC's ON GUARD held a July fundraiser at Jimmy's of Beverly Hills attended by 350 prominent political and community leaders. On hand was the entire L.A. Board of Education, as well as L.A. School Superintendent Dr. Harry Handler. Also present were Beverly Hills School Superintendent Dr. Leon Lessinger, and "Dear Abby."

8/10/81  
tjr

**TO: LOS ANGELES CITY BOARD OF EDUCATION**

**FROM: SUPERINTENDENT OF SCHOOLS**

**VIA: COMMITTEE OF THE WHOLE**

**Revised Communication No. 1**

**Prepared by the Office of the Superintendent  
for presentation to the Committee of the Whole**

**August 3, 1981**

**SUBJECT: "HANDS ACROSS THE CAMPUS," A PROGRAM TO IMPROVE RACE RELATIONS**

**A. PROPOSAL**

It is proposed that the Los Angeles Unified School District accept a donation of \$65,000 from the American Jewish Committee through its "On Guard" unit. This donation will be used to implement "Hands Across the Campus" a pilot program in race relations at Eagle Rock, Franklin, Marshall, and Verdugo Hills High Schools during the 1981-82 fiscal year.

**B. BACKGROUND**

"Hands Across the Campus" is an approach based on previously successful experiences designed to improve race relations. The main purpose of the program is to provide and reinforce concepts of brotherhood, understanding, and equality. The leadership in the program will be provided by elected and selected leaders in the student leadership class, and will involve the entire student body in curricular and extracurricular activities. "Hands Across the Campus" will include students of all races, colors, and languages, and will assist minority and nonminority students in understanding the dangers of racial prejudice. Improved race relations on campus will result in harmony and acceptance of different ethnic and religious groups in the student body and improve the teaching and learning environment. Concepts used in this program will be transportable to other high schools in the district should the evaluation, which will be conducted by principals, teachers, and students, show positive results.

**C. BUDGET IMPLICATIONS**

Education Code Section 42602 provides authorization for the district to increase its income and appropriations as the result of unanticipated income. A total of \$65,000 has been donated to the district by the American Jewish Committee through its "On Guard" unit. A total of \$40,000 will be distributed to appropriations within the district's budget. The remaining \$25,000 will be deposited in an account in the auxiliary services trust fund designated "Hands Across the Campus" for use by the Superintendent, Administrative Area 7 in meeting the unique needs which cannot be readily met through the district's regular budget and accounting procedures.

**D. DESEGREGATION IMPACT**

The actions contained in this report have been reviewed and do not require a desegregation impact report.

**E. RECOMMENDATION**

It is recommended that:

- (1) The proposal contained in this communication be adopted.

(2) That the donation from the American Jewish Committee be accepted and that the Budget Division pursuant to Education Code Section 42602 be authorized to increase the district's 1981-82 income and appropriations by \$40,000 for the "Hands Across the Campus" program.

(3) The Controller be granted continuing authorization to make payments necessary to carry out the purpose of the grant as described above upon the receipt of invoices approved by the Superintendent, Administrative Area 7.

(4) The Controller be authorized to draw a district warrant payable to auxiliary services trust fund in the amount of \$25,000 to establish the "Hands Across the Campus" account in that fund.

It is further recommended that the Controller be granted continuing authority to make payments from the "Hands Across the Campus" account in the auxiliary services trust fund upon receipt of invoices approved by the Superintendent, Administrative Area 7.

(5) The Budget Division be authorized to redistribute ending balances from this grant in the 1982-83 School District budget.

Respectfully Submitted,

HARRY HANDLER

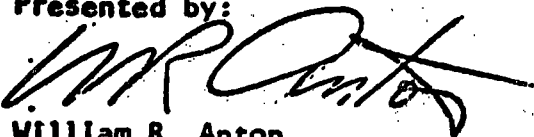
Superintendent of School

Prepared by:



Sid Brickman  
Area Superintendent  
Administrative Area 7

Presented by:



William R. Anton  
Associate Superintendent, Operations

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Area 7

"HANDS ACROSS THE CAMPUS"

A PROGRAM TO IMPROVE RACE RELATIONS

~~April 2, 1981~~  
August 3, 1981

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**SCHOOLS, ADMINISTRATIVE AREA 7:****NUMBER OF STUDENTS TO PARTICIPATE  
IN GRANT PROPOSAL PLAN:**

Eagle Rock High School  
Franklin High School  
Marshall High School  
Verdugo Hills High School

**4 SCHOOLS            10,500**

**I.    PROGRAM TITLE   -   "Hands Across the Campus"****II.   NEEDS ASSESSMENT DATA**

Senior high schools in Administrative Area 7 are composed of a student enrollment numbering 10,592. Of this number of secondary students, the ethnic composition is as follows:

|                      |                               |       |
|----------------------|-------------------------------|-------|
| Senior High Schools: | Hispanic                      | 39.1% |
|                      | White, not of Hispanic origin | 42.0% |
|                      | Asian/Pacific Islander        | 15.9% |
|                      | Black                         | 2.4%  |
|                      | American Indian               | .4%   |

In order to reduce group hatred and to mediate intergroup conflicts, Administrative Area 7 proposes a local school program, "Hands Across the Campus." Staff and district resource persons, as well as other resource people, will be involved in programs to further the stated goal of the program (i.e., to eliminate group prejudice and antisocial behavior). The program will be conducted on individual high school campuses and will focus upon improved human relations.

Special emphasis will be placed on a training program for teacher leaders, who will in turn coordinate student leadership programs with elected and selected student leaders. The program will place heavy emphasis on increased awareness of the dangers presented by such groups as the American Nazi Party and the Ku Klux Klan. There will also be emphasis on various cultures, increased emotional and values awareness, interaction, stress reduction activities, and related counseling programs. A specific training program will be conducted for teacher leaders, elected and selected student leaders, and area staff members at a local campsite prior to the initiation of the "Hands Across the Campus" program. At the camp workshop, students and staff members will receive orientation and become informed about the various aspects of the program. (See attached camp workshop program.) Activities which further individual understanding of the project, which will then be transferrable at local school sites, will be participated in by all those attending. Materials and classroom activities will be reviewed and discussed for later utilization at individual schools. Each secondary school group will be asked to organize their local school "Hands Across the Campus" program and develop a time line for its implementation. There will be an ongoing evaluation at each school, conducted by the teacher coordinator, and an overall evaluation conducted by the administrative area staff.



### III. PROGRAM GOALS

We plan to initiate a program and a specific curricular offering which will:

- A. Expose the current efforts of hate groups which use anti-minority prejudice and the threat of violence to intimidate large numbers of people.
- B. Provide an environment for our students and teachers which will be free of racial and social tensions, capitalizing upon the impressive reservoir of friendliness that our students have traditionally displayed towards members of their own groups.
- C. Develop an awareness of and an appreciation for the exciting uniqueness which each student and teacher brings to the school, stressing the values in being "different," while emphasizing the necessity of working together harmoniously toward worthwhile goals.
- D. Give personalized assistance to those students who display symptoms of being alienated from the school society because of language difficulties, ethnic isolation, or personality problems.
- E. Develop closer bonds between students and teachers, to encourage teachers to be aware of the assets and problems of their students, to blend faculty and student body into a closely knit "family."
- F. Develop greater sensitivity on the part of the faculty to the backgrounds and needs of each of our students.
- G. Broaden student awareness of other groups and areas outside of the community by field trip visitation to other schools and other communities.
- H. Provide students with historical, cultural and psychological backgrounds which will further their understanding of contemporary social and inter-cultural conditions and trends.
- I. Provide teachers with staff development activities for teachers which will assist them in developing strategies and implementing the ongoing operation of the programs.

### IV. PROGRAM DESCRIPTION

We will develop a variety of activities which will attempt to involve everyone on campus. These will include: curricular and cocurricular activities.

- A. Programs - special assemblies to promote multicultural awareness. A suggested group might be the Twelfth Night Repertory Company. These performances would create a positive awareness of various racial and ethnic groups. They would include information on racial conflicts and incidents occurring now in our society. An example is the current Anti-Catholic, Anti-Black, and Anti-Semitic behavior promoted by such organizations as the American Nazis and the Ku Klux Klan.

- B. "Hands Across the Campus" buttons which are only available to students for participating in "Hands Across the Campus" activities. Buttons might be an individual design for each school, or an adoption of the original "Hands Across the Campus" design.
- C. Contests promoting intercultural awareness. Some examples include:
  - 1. Contests of ethnic recipes.
  - 2. Contests of words translated into the languages spoken at the schools.
  - 3. Contests of cultural information.
  - 4. Contests of art with a multicultural theme.
  - 5. Contests of "Name That Tune" over the loudspeaker involving well-known songs from different culture groups.
- D. Inter-campus visitation to provide further interaction among student leaders. Student leaders would travel to another school involved in "Hands Across the Campus" for the school day and participate in planned activities on an exchange basis.
- E. Special days involving exposure to ethnic food, music, holidays, etc. Coordinate food served in the cafeteria with the assembly program. During the same week there can be contests, bulletin announcements, and music which emphasize the positive aspects of a particular ethnic group. Also, celebration of holidays or days related to individuals important to the various cultures.
- F. Peer sponsor program: Student to new student, helper and friend. Students volunteer to be part of this program. Counselors keep their names on file. When a new student enrolls in school, the peer sponsor is notified. The sponsor helps the new student to become acquainted with the new school environment.
- G. Adopt-A-Kid program: Teachers may choose to form a special friendship with newly arrived ESL students and provide counseling service on campus.
- H. ESL partnership program: To provide interaction between a leadership class and an ESL class. The students form relationships and teach one another about their cultural backgrounds. They exchange letters, birthday and holiday cards. The two classes occasionally meet during the class period to promote positive interaction.
- I. Field trips. (Various as related.)
- J. Faculty staff development will assist teachers in providing students with human relations processes as they study the basic subjects. Part of this will be highlighted at the preschool in-service and will continue during the course of the school year. Emphasis will be placed on meeting local school needs.
- K. Use of multicultural resource materials.
- L. Extracurricular recreational activities, i.e., soccer club and international club.

- M. After school tutorial program staffed by teachers, meeting several times a week, to promote improvement of basic skills and consequently improvement of self-image.
- N. The curricular offerings provided by the class, America's Intercultural Heritage, will include: the historical, psychological and cultural backgrounds of major ethnic groups; discussions of contemporary issues related to these groups and discussions of the nature of prejudice, discrimination, and stereotyping.

V. POTENTIAL FOR CONTINUATION OF PROGRAM

The ongoing possibility of this program is desired by Administrative Area 7. We believe that once the program is initiated, the possibilities of its transfer to other secondary school campuses is excellent. With additional years added, there would be greater opportunity for other secondary school teachers and students to visit and observe the "Hands Across the Campus" program. Administrative Area 7 views the program as a continuing effort rather than as a single one-year experiment without continuity.

VI. EVALUATION PROCEDURES

The student leadership coordinator at each local campus, and any additional persons they deem necessary, will monitor the local school program and its effectiveness. Local measurement tools may be utilized, but most emphasis would be placed on day-to-day observations and teacher and student evaluation. Administrative area persons will also participate in evaluation procedures. Information gathered in the evaluation of the program will be used to modify and improve the following year's program.

# School Project Tackles

## 'Hands Across Campus' Fosters Understanding

By BEVERLY BEYETTE,  
Times Staff Writer

The meeting room had all the requisite trappings of camp: stone fireplace, wagon-wheel chandeliers, arrowheads. The head camper—in this instance, Dr. Sidney Brickman, a city schools superintendent—had given the requisite warnings about black widow spiders and rattlesnakes.

But the games these campers had come to play were about hatred and prejudice and discrimination.

They gathered recently—Anglos, blacks, Asians, Latinos—at Camp Max Straus in Verdugo City for an intensive two-day retreat. High school students and their teachers sat down together and talked about racial stereotypes and changing communities and faltering school traditions.

By weekend's close, they had viewed a chilling film of the Holocaust (an era of which most of the teen-agers knew almost nothing) and had watched an experiment in which third-grade youngsters in a small, all-white Iowa school were manipulated into turning on one another, friend against friend, simply by being told that blue-eyed people are superior.

### Fostering Understanding

The retreat was phase one of "Hands Across the Campus," a privately funded pilot project to be introduced this year in the city schools curriculum in an effort to foster intercultural and interracial understanding.

No one is expecting miracles, only hoping for a start. Area Seven of the Los Angeles Unified School District, which includes Eagle Rock, Franklin, Marshall and Verdugo high schools and has an ethnic mix of 42% white, 39.1% Latino, 15.9% Asian/Pacific Islander, 2.4% black and .04% American Indian, is the target area for the year-long project.

Grant High, which has Permits With Transportation (PWT) students and a broad racial mix, also is participating, bringing to 13,700 the number of students potentially involved.

"It might be a pipe dream," acknowledges Supt. Brickman, "but if we reach 500 kids out of that 13,700, it's money well spent."

### 'Manifestations of Prejudice'

Although Area Seven has a very small Jewish student population (about 1%), all funding for the project—\$77,000 to date—is coming from a Jewish organization. On Guard, a women's affiliate of the American Jewish Committee.

"It started with our concern with Nazism and anti-Semitism because of recent swastika paintings and graffiti (on the campuses)," says Dr. Neil Sandberg, Western regional director of the AJC. "We have traditionally also been concerned with racism and other manifestations of prejudice. You don't need Jews to have anti-Semitism, as we've found in various countries around the world."

"Hands Across the Campus" is a joint effort, initiated by Sandberg, who took the idea to school officials and asked for collaboration. He believes it to be a first-of-its-kind program in that it "directly addresses the question of American hate groups" rather than simply integrating multicultural programs into the curriculum.

Saturday morning at Camp Max Straus. Sleeping bags have been stashed in cabins and, in the big meeting room, about 50 people, half of them students, half of them teachers, have plunged into the first exercise, the Sherlock Holmes game.

The object: to find among these strangers someone who has the same zodiac sign as yours, someone who speaks two languages, someone who likes chocolate ice cream, someone who believes a woman will become President by 2000, etc., etc.

The hidden object: getting to know you.

### 'Who's a Moon Child?'

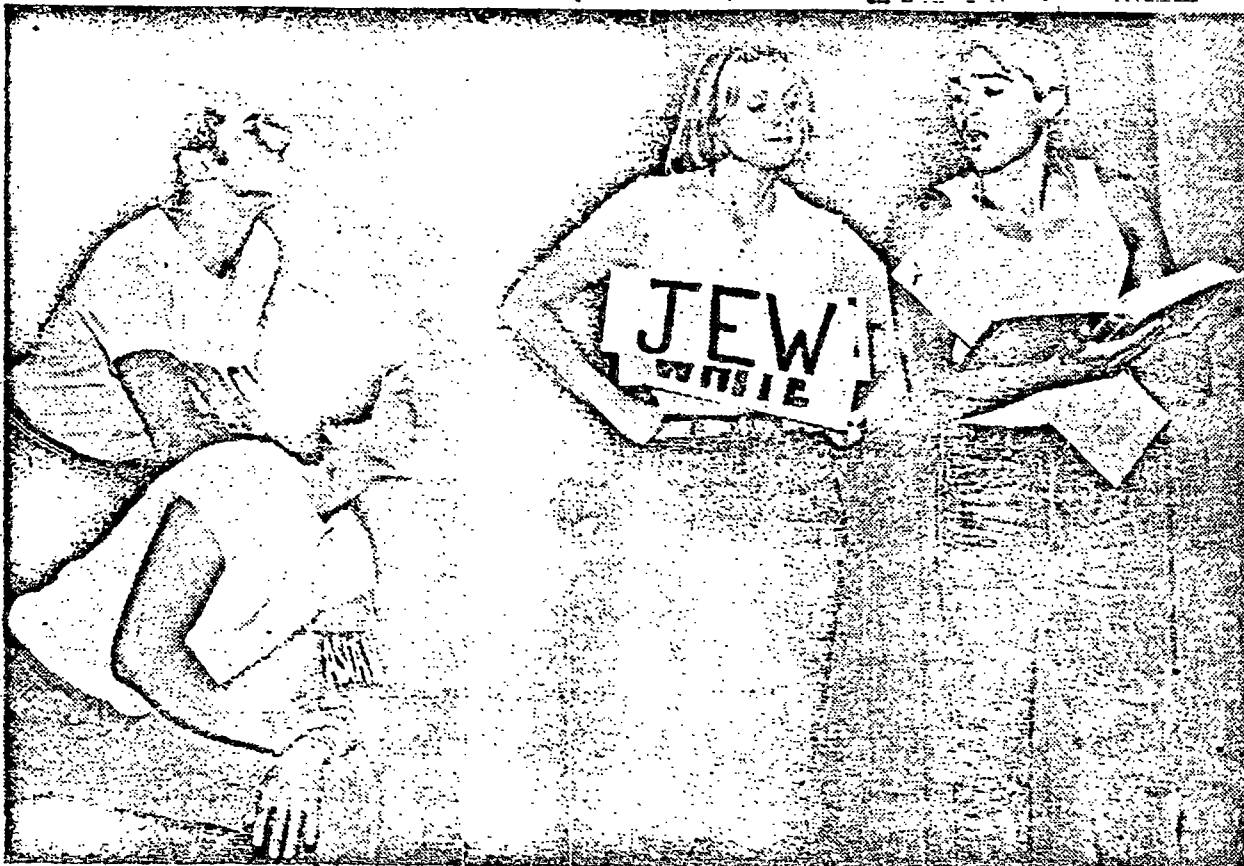
"I need an Aquarius!" screams one young woman, waving her game paper. "Who's a Moon Child?" asks another, stopping each passerby.

Uly Ramsey of Eagle Rock's faculty, the winner of the game, is as pleased as if he had just been handed a collectible ticket for the Irish Sweepstakes. "I love to win," he confides.

Later, over hamburgers and potato chips, he talks about winning and losing, but on different terms. "The Anglos at our school are losing scholarships," says Ramsey, the money going to high-achieving Asian students, and some Anglo parents are angry.

With a fast-growing Asian student population, the once-dominant

## Hate Groups



-CYRENA CHANG / Los Angeles Times

Twelfth Night Repertory Company presents a lesson in racial stereotyping in a play performed at an intensive two-day retreat for high school students in 'Hands Across the Campus' program.

# PROJECT: Combating Prejudice

Continued from First Page

Anglos (now only 49%) "see values changing, traditional events changing. These new students see no correlation between school and a powder-puff football game, and they are getting into elective offices."

Prejudice and discrimination are no longer issues of black and white. Ramsey emphasizes; conflicts between Iranians and Iraqis, Greeks and Turks, Arabs and Jews, even El Salvadorans of varying political persuasion, must be dealt with in the schools.

After lunch there is a play, a presentation by the Twelfth Night Repertory Company, a professional touring company that has Department of Education funding to bring to school audiences its message of brotherhood.

The narrator, Raul Moncada, who was born in Cuba and educated in Massachusetts, is saying, "In the beginning, God created a label. He created man. And then he created woman and so discrimination was created . . . People started to put labels on other people in order to feel superior."

Miriam Groman, president of On Guard, the group that raised the money for "Hands Across the Campus," watches and she likes the message coming across, the hitting-home impact of a black actor wearing a label dubbing him "Asian" and mincing across the stage saying, "Ah, so!" an Asian actor wearing a "Chicano" label and dancing a little La Cucaracha.

## Hitting-Home Impact

Later, Groman would say of the project, "It's a sad commentary that we have to have something like this." She doesn't expect "a big love-in" by year's end, she says, "but perhaps at least it won't be so overt."

The actors tackle all of the stereotypes—the brains, surfers, punkers, low-riders—and then they remove the labels and find that—guess what?—everyone can communicate.

Afterward, Brickman asks the audience, "Does that look like a typical situation at your school?"

A young black woman responds, "I don't know how realistic, or how safe, that would be, breaking up a fight at our school."

Says Brickman, "That's why we're here, to find out how to make it safe."

Suppose you walked around wearing a headband that read, "I Say a Lot of Stupid Things." Or "I Am a Loser. Pity Me." Or "I Make

People Nervous." Or "I Tend to Be Pushy." And suppose you didn't know what that headband said. How would you react to the way in which people reacted to you?

To find out, participants play the headband game. Facilitator Judy Goldin, a teacher adviser in Area Seven, drives home the message: "All these things are stereotypes, too. Sometimes they're connected with racial and ethnic prejudices. Sometimes they're not."

Another teacher adviser, Esther Taira, a third-generation Japanese-American, stands to introduce a film. She is wearing an "I Never Say Much" headband which, she notes, nicely reinforces another stereotype.

The film is "Eye of the Storm," a documentary of a third-grade class in Riceville, Iowa, playing a game called Brown Eyes—Blue Eyes. Their teacher, recognizing that in their all-white community these children would never learn about hatred and discrimination, had chosen to incite them.

## The Idea of Superiority

She announces that blue-eyed children are superior, are better students and should have special cafeteria and playground privileges denied those with brown eyes. Quickly, the blue-eyed students seize upon the idea of superiority; soon they turn, nastily, on their brown-eyed friends and begin thinking of additional ways in which to discriminate. When the teacher arbitrarily declares brown-eyed people superior, the pattern is repeated.

Notes Taira, "You saw what happened in a relatively short period of time. You saw youngsters who went readily into accepting a superior position. Those children were actually taking hold of that idea."

"Is there something latent within us that we need to be aware of?"

Taira turns to the students in the audience and says, "We're living in an economic climate that fosters the attitude, 'I should have it. He shouldn't.' You're growing up in this kind of generation."

## Values Clarification

There was, during the two days, a great deal of game-playing (or values clarification, as it's called in education circles), perhaps not enough dialogue. But this was a blitz, a cram course in fighting discrimination, and both students and teachers indicated on their questionnaires that it was highly effective.

Wrote one student, "Now that I am aware that so many people are

ready to fight, I am encouraged to fight harder."

Another said, "It made me face the world and say I am who I am."

It was one of the teachers who complained under "additional comments" that there was no hot water for shaving.

Over a calorie-conscious meal of roast beef, baked potatoes with sour cream, buttered corn on the cob, salad with Thousand Island dressing and, for dessert, apple pie with home-made ice cream, they watch themselves on the Channel 4 news.

Well fortified (until 9 p.m., when there would be a break for sundaes and Cokes), they hear a panel discussion by four students who had been to the National Conference of Christians and Jews' Brotherhood Camp this summer under sponsorship of Hands Across the Campus.

Khristie Salata of Eagle Rock High, one of the panelists, speaks of it as an eye-opening experience. "There are not a lot of black people at my school (at camp). I found I was not trusted as a white woman by black women. I found I was not trusted by black men."

"The most shocking thing of the whole week was when a black male I would call intimidating approached me and said he found me intimidating. That really blew me away."

Yvonne Robinson, a black from Franklin High, tells of her "jealousy" when she sees a black man with a white woman—"There's not nearly as many black men as black women."

And she expresses her sadness in realizing that "a lot of the people who went to camp have families that don't want them to make friends with other races."

## Spirited Participation

The audience participation is spirited, ranging from attitudes toward other races to attitudes toward homosexuals. Esther Taira smiles and reminds the group, "If you are comfortable and secure, you're not going to change, you're not going to learn."

Later, the group splits into two factions for a game called Ba Fa Ba Fa. Two societies are formed—Beta, a materialistic society that has developed its own peculiar monosyllabic alphabet, and Alpha, a patriarchal society with a powerful male leader. As the acting-out continues, each team sends observers to watch and to report back the ob-

Please see PROJECT, Page 3

# PROJECT: Combating Hate Groups in School

Continued from Second Page  
ject is to find out what the other's society is all about.

Brief observations lead to snap conclusions:

"They get really aggressive," one Beta reports to her group.

"They're weird," concludes another Beta.

An Alpha decides of the Betas, "Everybody seemed really greedy."

Afterward, the groups get together and talk about first impressions. The facilitator suggests that playing Ba Fa Ba Fa is rather like walking into a party and confronting a roomful of strangers.

It has been a long day and, by 9:30, one or two in the group are starting to nod off. Then comes Daryl Temkin of the Holocaust studies project at the Simon Weisenthal Center to bring them forward in their chairs with a graphic documentary of the Auschwitz concentration camp, "Night and Fog."

"What does it mean to be a human being after this experience?" asks Temkin in reference to the camp survivors. "What does it mean to fall in love? . . . 'Can you consider having children?'"

It is a violent film, a film about death and dying and decapitation and dismemberment, man's inhu-

manity to man at the most barbaric level.

The Holocaust took place more than 35 years ago, when an earlier generation was in high school, and to this generation it is little more than a word in a history book.

Actor Robert Clary, once the familiar face of Cpl. Louis LeBeau on television's "Hogan's Heroes" and, as a teen-ager, a survivor of Auschwitz, tells this audience:

"I'm very angry, angry mostly because there's a renaissance of anti-Semitism, a renaissance of neo-Nazism," even while some revisionists insist the Holocaust never happened.

Clary, a Jew born in Paris, tells of the "sub-human" treatment of the Jewish people by the Nazis, of the horrors of concentration camp, the nightmare of a 15-day "death march" to another camp during which 2,000 prisoners died, of survivors so hungry they ate the corpses.

Of 13 in his immediate family who were deported, says Clary, "I am the only one who came back."

Another Auschwitz survivor, Magda Bass, who came to the United States as a displaced person in 1947, also cautions against apathy. She lost 42 family members, including her mother, during the Holocaust.



LARRY DAVIS / Los Angeles Times

Dr. Sidney Brickman

What happens after camp? It is hoped that the camp group—a hand-picked mix of student leaders and teachers—will return to their schools with both determination and project ideas.

A number of ideas came out of the camp: assemblies, international fairs, tutorial programs for ESL students, cheerleading in various languages, a buddy system for new students, inter-campus exchanges, an adopt-a-country week, a cultural-landscaping project.

Some who were at camp are skeptical about ethnic food fairs and assemblies and essay contests as vi-

able means of fighting bigotry, but the AJC's Sandberg views these devices as necessary attention-getters, means of hooking students on the curricular aspect of "Hands Across the Campus," which will be an elective course zeroing in on the danger of hate groups to the democratic process and emphasizing respect for diversity in our society.

Franklin High currently offers as a social-studies elective America's Inter-Cultural Heritage. "We're ironing out the bugs at Franklin," says Brickman, who hopes the four Area Seven schools chosen for "Hands Across the Campus" will, with private funding, be offering a similar course by second semester.

Some participants at the camp questioned whether high school is the place to start fighting hatred and racism, whether it is by then too late.

Sandberg replies, "Secondary-school youngsters have been the largest groups of those arrested for acts of graffiti and vandalism around the country. Studies show less discrimination among young people today than their parents, but while it's down, it's still considerable, and you have to start where you can."

(In March, 1981, the Los Angeles Commission on Human relations urged school districts to intensify human-relations instruction in the classroom, pointing to a staff study showing an increase of more than 250% in destructive anti-Semitic acts in Southern California since 1979).

"We've had incidents, sure," says Brickman. "That happens at all schools." These have included race-directed vandalism and efforts to distribute Ku Klux Klan literature.

He emphasizes the complexity of the prejudice issue in Area Seven schools, for example, the emerging inter-group prejudice as many Latinos move into the middle class and become alienated from the gang kids.

Sometimes, says Brickman, "The changes are difficult for the older Anglo population. They see a lot of Asians, for example, and ask, 'What has happened to our school?' They don't realize the generation before them asked, 'What are all these Italians doing here?'"

Hands Across the Campus? Patricia Rowley, a Verdugo Hills High teacher and camp participant, ponders the idea, decides "none of it is new," but is nonetheless willing to give it a try.

"Full participation by all of our kids in all our activities—that to me is Hands Across the Campus," says Rowley. (Verdugo Hills is 60% white, 40% minority).

Take Halloween dress-up day last year, says Rowley. "I don't remember any but Caucasian kids dressing up. Two of them came as Samurai warriors. That worried me. And one white kid came as Aunt Jemima. We did ask her to take it off."

There must be ways to bring the groups together, says Rowley, who worries that existing ethnic clubs on campus are both reinforcing and

isolating, worries too that each group has physically staked out its campus territory, which is inviolate.

She adds, "If you get jumped by a group of Mexicans your first day in a new school, as far as you're concerned, they're all that way."

Mel Soriano, born in the Philippines, a junior at Eagle Rock High where's he's been elected commissioner of activities, is another camper.

Soriano considers Eagle Rock "very integrated," a place where he can speak his mind, where Anglo girls invite him to dances.

Soriano knows that, without other reinforcement, a year's worth of lectures on anti-discrimination won't change anyone's thinking. He says, "That still doesn't get it in people's minds how much it hurts when someone thinks of you as a lesser person."

"If you don't see other people (socially), you can't make friends with them. It's a Catch-22 situation."

Susan Thompson of Eagle Rock High is thinking out loud about how to take the message from camp back to her school. "It's going to be like going from Alpha to Beta society," she suggests. Sure, the leaders are tuned in, but what of the ESL students, the others?

Still, like the other campers, she seems determined.

As one student wrote after seeing the Holocaust film, "I cannot believe that humans could do such a thing and I never want to see it happen again."



School Safety

SB 1394 Introduced by Senators Beverly and Presley  
(Co-author Assemblymember Clute)

Background:

Violence is a major problem in California's schools. According to the Los Angeles County Department of Education, in 1983-84 there were over 4,000 assaults upon students and staff, more than 1,200 incidents of possession of weapons, almost 17,000 acts of vandalism and more than \$9.4 million in property damage in just that one county. Paralleling the climbing rate of violence in schools is the absence of students from schools, with the Auditor General reporting absenteeism from California's high schools averaging almost 20 percent.

While direct acts of violence on campus are of obvious concern to law enforcement officials, truancy is of equal importance because of its direct relationship to daytime crime. For example, when the West Covina Police Department aggressively targeted truancy during the 1981 school year, daytime crime decreased 51.2 percent, including:

- 42.5 percent decrease in residential burglaries
- 43.4 percent decrease in larceny
- 78.7 percent decrease in auto thefts

In 1983, Attorney General John K. Van de Kamp and State Superintendent of Public Instruction Bill Honig formed the School/Law Enforcement Partnership program to coordinate joint efforts between educators and law enforcement agencies to provide safe school environments, promote regular school attendance and reduce truancy. The School/Law Enforcement Partnership presented regional conferences for both educators and law enforcement officers on methods to reduce school violence and increase attendance. A regional resource cadre was also created, composed of 50 experts from education and law enforcement to assist schools and criminal justice agencies to implement programs that insure safe campuses.

EXPAND TO  
INCLUDE  
RERUN VIOLEN

Proposal:

SB 1394 codifies the School/Law Enforcement Partnership program by enacting a two-year Interagency School Safety Demonstration Act to:

- fund 30 joint programs between local law enforcement agencies and schools addressing school safety and truancy in their communities;
- sponsor regional conferences to identify exemplary programs and successful techniques; and
- establish regional training teams composed of trained educators and law enforcement officers to assist in the development of local programs in their own communities.

The bill provides a total of \$325,000 to implement the demonstration project during Fiscal Year 1985-86. An initial evaluation report shall be submitted by March 30, 1987, with a final report and evaluation by January 1, 1988.

AND VIOLENCE  
IN DETAIL  
(P. 10-11)

BACKGROUND PAPER ON HUMAN RIGHT CENTER RECOMMENDATIONS

Problems:

A. The lack of community wide concern to prevent hate violence and address human rights issues has prevented many counties from maintaining human rights or human relations commissions. In counties with commissions, they are often so poorly staffed that they cannot meet their mandates.

B. Counties without mechanisms for dealing with human rights issues lack the capability to:

1. detect increasing racial, ethnic, religious or other biased based tensions in the community before they lead to conflict;
2. prevent racial, ethnic, religious or minority community tensions from leading to conflict;
3. use alternatives to police action to deal with hate activities and violence.

DISCUSSION:

Hate violence is a statewide problems that cannot be addresssed simply by passing legislation to outlaw it. Efforts to eradicate hate violence will require schools to assume responsbility to assist students to unlearn prejudice, setting up and maintaining systems and mechanisms to detect and respond to the precursors of hate violence, as well as designing contingency plans for responding to outbreaks of hate violence.

While the cities and counties of Los Angeles and San Francisco have sufficiently large constituencies favoring the maintenance of human relations commissions to assure their continuation, the same cannot be said for the rest of the counties in the State. But, it is in those other counties where community tensions and hatred is allowed to fester undiscovered until it results in hate violence. Prominent among the reports of hate violence were incidents in Contra Costa County and Fresno County and other locations where no mechanisms exist to detect and respond to precursors of hate violence.

Recommendation:

...that the ...Attorney General sponsor a Hate Violence Prevention and Protection Act establishing county human relations centers to:

- a) work with community organizations to prevent and respond to hate crimes;
- b) gather information about the incidence of hate violence and report it to the California Department of Justice;
- c) assist local schools in developing curricula and programs addressing human relations issues;
- d) develops responses to hate violence in cooperation with local law enforcement.
- e) develop programs to assist victims and witnesses of hate crimes in cooperation with district attorneys, and;
- f) develop and implement conflict resolution programs.

Rationale:

Why did the Commission use the term human relations "centers" instead of human relations commissions in the recommendation?

There is little uniformity among local mechanisms created to deal with human rights issues. In several counties the commission may simply be a group of volunteers who come together to discuss current problems facing their community, in another county the commission may be an investigatory agency conducting public hearings on issues of concern, in another county the commission may be an advocate organization concerned with raising issues to the local governing bodies, in another it may be the policy-making body for a staff that enforces local ordinances relation to human rights, most often commissions are some combination of these and other variations. Even their names vary, e.g. human rights commission, human relations commission, community realtions commission, etc.

The Attorney General's Commission worked on developing a recommendation that would impose as minimally as possible on local prerogatives for assigning particular nomenclature, structures or functions to mechanisms for dealing with human rights issues, while ensuring that the State's interest in preventing and responding effectively to hate violence was protected. The recommendation was framed with an emphasis on encouraging and supporting counties to carry out the necessary functions to meet the needs of the State without spelling out in detail what the structure of the entities would be that would carry out the functions. It was envisioned that counties would most likely use their existing human rights mechanisms where they existed and that other counties would probably create mechanisms similar to existing commission models, however, no attempt was made to try and find an ideal model and mandate its application to each county.

How did the Commission select the functions of the human relations center?

The Commission limited its concern to preventing and responding to hate violence. It then conducted a survey of the effectiveness of methods and devices "human rights commissions" in California and around the nation employ to deal with hate violence and selected those considered essential to a coordinated effort to eliminate hate violence. Human rights commission activities not directly related to preventing or responding to hate violence were not considered for inclusion in the recommendation.

## ISSUE PAPER ON SUBCOMMITTEE MEETING WITH BILL HONIG

**Subject:** Role of the Department of Education in implementing the RERMV Commissions recommendations involving schools.

The RERMV Commission made three recommendations that require the direct assistance of the Department of Education in order to be implemented (see Appendix A). The purpose of this meeting is to conduct a brainstorming session with the Superintendent to propose innovative implementation schemes in order to make the Commissions recommendations a reality. Dates for follow up meetings should also be discussed.

The first recommendation involves reporting RERMV violence in the schools.

3. California Penal Code Section 628 et seq., which mandate reporting of school violence should be amended to distinguish violence motivated by bigotry and other forms of school violence and require distribution of data on hate violence to local school boards.

Because a reporting system for school violence is in place, implementation of this recommendation is very plausible (see Appendix B). The Commissioners should bring copies of the SB2080 report to show the Superintendent that a model program of classifying and recording hate violence already exists. The Commissioners can further recommend that a meeting be arranged between school administrators who fill out the SSCR forms and representatives from the Division of Law Enforcement (DLE) Bureau of Criminal Statistics. DLE staff could explain the rationale behind the reporting forms they proposed, and give recommendations on how SSCR forms can be adapted to include reporting RERMV violence. Other problems and solutions involved in establishing a hate violence reporting system should also be discussed.

The second recommendations urges local schools to develop human rights curricula in conjunction with local Human Relations Centers.

15. The Commission recommends that the California Attorney General sponsor a Hate Violence and Prevention Act establishing county human relation centers to:

- C. Assist local schools in developing programs and curricula addressing human relations issues.

The Commissioners and the Superintendent should first examine the effectiveness of current human relations courses, such as the Hands Across the Campus Program (see Appendix C). The Commission should inquire as to how responsive other school districts have been to adding similar courses in their standard curricula. Also, the Commissioners should provide Honig with a list of "contact people" at various Human Relations Centers across the state who are willing to assist local school districts in developing new human relations courses, which would be specifically designed to meet the local problems facing the districts. Finally the Commission should make a special push in getting Honig to publicly commit to concept of mandatory (to the extent of his departments powers) statewide human relations courses. In his office, Honig has been very successful in achieving the goals that he has personally lobbied for. If the Commissioners can persuade him to make this a high priority in school reform, the likelihood of human relations courses becoming a reality increases tremendously. But in order for this to become part of Honig's school reform program, the Commissioners must stress that they do not want these courses to be "GPA booster" electives. Human rights classes would be serious social study courses that would give students a chance to discuss what is currently happening in their own neighborhoods, while providing them with a historical review of America's cultural diversity, racial tensions, and greatest human rights advocates.

The final recommendations, while no less important is of a more sensitive matter.

30. The California Department of Education should develop a handbook to provide information on gay and lesbian lifestyles and counter myths and stereotypes about gays and lesbians for teachers and school administrators.

Despite how personally committed the Superintendent is in actively fighting homophobia in our schools, his convictions may not easily transcend to all teachers in every school district. A recent letter from Mr. Honig to Hank Wilson discussed how DOE is now active in this area (see Appendix D and E). What the Commissioners can do is press Honig on what exactly DOE is currently doing in "handling homophobia in the school setting." The Commissioners should reassure the Superintendent that they understand the political sensitivity of recommendation 30, but still feel that a handbook discussing myths about gay and lesbian lifestyles is vitally important in light of the rise in "gay bashing" by school age kids. With AID's hysteria on the increase, this problem will grow worse in the future if action is not taken today. The Commissioners should ask if and when a handbook will be written, and how they can assist in its composition.

RERMV Recommendations involving Schools

3. California Penal Code Section 628 et seq., which mandate reporting of school violence, should be amended to distinguish violence motivated by bigotry from other forms of school violence and require distribution of data on hate violence to local school boards.

Justification: The causes of hate violence differ from other types of school violence. Because special programs are needed to prevent hate violence before it occurs, separate reporting is required in order to monitor the level of crimes motivated by racial hatred. Prevention programs can not be properly implemented when the extent of hate violence remains unknown.

15. The Commission recommends that the California Attorney General sponsor a Hate Violence and Prevention Act establishing county human relations centers to:
  - c) assist local schools in developing programs and curricula addressing human relations issues.

Justification: Resources are not available to help school administrators prepare for outbreaks of hate violence. Local schools need the assistance of community organizations and human relations centers in preparing conflict resolution programs, establishing lines of communication with parents and students, and assisting victims and witnesses. Because each school faces their own unique problems, locally based HRC's can be the best resource available to them.

30. The California Department of Education should develop a handbook to provide information on gay and lesbian lifestyles and counter myths and stereotypes about gays and lesbians for teachers and school administrators.

Justification: Because school aged youth are responsible for much of the violence committed against gay and lesbians, educating school children is a vital part of preventing this type of violence in the future. In some communities school officials have found that information on gay and lesbian lifestyles for teachers and administrators has enhanced their ability to teach about those lifestyles and to respond to and prevent violence against gay and lesbian students. Hence, school officials need to be provided with more information on this topic.



Appendix B

# Standard School Crime Reporting Form

For Reporting Number of Incidents of Crime and Violence on School Grounds or in School Programs and Activities

## School-Site Report

Pursuant to Penal Code Section 628

(See the reverse side of this page for instructions and definitions.)

| School                                                                                                                                                                                                                           | Enrollment<br>(As of CBEDS' Information Day during<br>the third week in October)                                                                                       | Reporting period (Check one.)<br><input type="checkbox"/> July 1—December 31<br><input type="checkbox"/> January 1—June 30 | School month (Optional) |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------|
| Crime classification,<br>by victim, type,<br>or weapon involved                                                                                                                                                                  | Number of incidents, by location<br>(Report data in the appropriate column in accordance with your<br>school's designation established by governing board resolution.) |                                                                                                                            |                         |                                                             | Number of offenders,<br>by student status                               |                                                                                   | Number of incidents, by time<br>of occurrence                                        |                                                    | Other fees to<br>district, by type<br>of crime |
|                                                                                                                                                                                                                                  | Elementary<br>K-5                                                                                                                                                      | Middle/<br>intermediate/<br>junior high<br>6-8                                                                             | High school             | Other<br>(Adult school,<br>vocational school,<br>ROP, etc.) | Suspect<br>(Person arrested<br>in the school<br>reporting<br>the crime) | Non-suspect<br>(Person not ar-<br>rested in the<br>school reporting<br>the crime) | During<br>(From 1 hour<br>before to<br>1 hour after<br>board-approved<br>school day) | Other time<br>(Evenings,<br>weekends,<br>holidays) |                                                |
| 1. Assault/attack/menace<br><br>a. Against students<br>b. Against employees<br>c. Against others (identify.)                                                                                                                     |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 2. Assault/attack with a deadly<br>weapon<br><br>a. Against students<br>b. Against employees<br>c. Against others (identify.)                                                                                                    |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 3. Harassment                                                                                                                                                                                                                    |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 4. Sex offenses<br>a. Molestation (e.g., indecent<br>exposure, obscene phone call)<br>b. Forcible (e.g., rape, sodomy,<br>child molestation)                                                                                     |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 5. Robbery                                                                                                                                                                                                                       |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 6. Extortion                                                                                                                                                                                                                     |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 7. Substance/chemical/alcohol<br>abuse<br>(Possession, use, or sale)                                                                                                                                                             |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 8. Possession of weapons<br><br>a. Gun<br>b. Knife<br>c. Bomb/explosives/firearm<br>d. Other (identify.)                                                                                                                         |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 9. Property crimes<br><br>a. Arson<br>b. Burglary (breaking and enter-<br>ing with intent to steal)<br>c. Theft from students (unlaw-<br>ful taking of property)<br>d. Theft from school<br>e. Vandalism<br>f. Other (identify.) |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |
| 10. Other (identify.)<br>a.<br>b.<br>c.<br>d.                                                                                                                                                                                    |                                                                                                                                                                        |                                                                                                                            |                         |                                                             |                                                                         |                                                                                   |                                                                                      |                                                    |                                                |

Explanatory comments

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Certification: I hereby certify that to the best of my knowledge and belief, the data contained in this form are true, accurate, and complete.

Signature of principal or designee:

Date:

Contact person:

Telephone:

DRAFT

DRAFT

DRAFT

DRAFT

Appendix C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Area 7

"HANDS ACROSS THE CAMPUS"

A PROGRAM TO IMPROVE RACE RELATIONS

~~April 2, 1981~~  
August 3, 1981

DRAFT

DRAFT

DRAFT

DRAFT

## SCHOOLS, ADMINISTRATIVE AREA 7:

## NUMBER OF STUDENTS TO PARTICIPATE IN GRANT PROPOSAL PLAN:

Eagle Rock High School  
Franklin High School  
Marshall High School  
Verdugo Hills High School

4 SCHOOLS            10,500

### I. PROGRAM TITLE - "Hands Across the Campus"

### II. NEEDS ASSESSMENT DATA

Senior high schools in Administrative Area 7 are composed of a student enrollment numbering 10,592. Of this number of secondary students, the ethnic composition is as follows:

|                      |                               |       |
|----------------------|-------------------------------|-------|
| Senior High Schools: | Hispanic                      | 39.1% |
|                      | White, not of Hispanic origin | 42.0% |
|                      | Asian/Pacific Islander        | 15.9% |
|                      | Black                         | 2.4%  |
|                      | American Indian               | .4%   |

In order to reduce group hatred and to mediate intergroup conflicts, Administrative Area 7 proposes a local school program, "Hands Across the Campus." Staff and district resource persons, as well as other resource people, will be involved in programs to further the stated goal of the program (i.e., to eliminate group prejudice and antisocial behavior). The program will be conducted on individual high school campuses and will focus upon improved human relations.

Special emphasis will be placed on a training program for teacher leaders, who will in turn coordinate student leadership programs with elected and selected student leaders. The program will place heavy emphasis on increased awareness of the dangers presented by such groups as the American Nazi Party and the Ku Klux Klan. There will also be emphasis on various cultures, increased emotional and values awareness, interaction, stress reduction activities, and related counseling programs. A specific training program will be conducted for teacher leaders, elected and selected student leaders, and area staff members at a local campsite prior to the initiation of the "Hands Across the Campus" program. At the camp workshop, students and staff members will receive orientation and become informed about the various aspects of the program. (See attached camp workshop program.) Activities which further individual understanding of the project, which will then be transferrable at local school sites, will be participated in by all those attending. Materials and classroom activities will be reviewed and discussed for later utilization at individual schools. Each secondary school group will be asked to organize their local school "Hands Across the Campus" program and develop a time line for its implementation. There will be an ongoing evaluation at each school, conducted by the teacher coordinator, and an overall evaluation conducted by the administrative area staff.

### III. PROGRAM GOALS

We plan to initiate a program and a specific curricular offering which will:

- A. Expose the current efforts of hate groups which use anti-minority prejudice and the threat of violence to intimidate large numbers of people.
- B. Provide an environment for our students and teachers which will be free of racial and social tensions, capitalizing upon the impressive reservoir of friendliness that our students have traditionally displayed towards members of their own groups.
- C. Develop an awareness of and an appreciation for the exciting uniqueness which each student and teacher brings to the school, stressing the values in being "different," while emphasizing the necessity of working together harmoniously toward worthwhile goals.
- D. Give personalized assistance to those students who display symptoms of being alienated from the school society because of language difficulties, ethnic isolation, or personality problems.
- E. Develop closer bonds between students and teachers, to encourage teachers to be aware of the assets and problems of their students, to blend faculty and student body into a closely knit "family."
- F. Develop greater sensitivity on the part of the faculty to the backgrounds and needs of each of our students.
- G. Broaden student awareness of other groups and areas outside of the community by field trip visitation to other schools and other communities.
- H. Provide students with historical, cultural and psychological backgrounds which will further their understanding of contemporary social and inter-cultural conditions and trends.
- I. Provide teachers with staff development activities for teachers which will assist them in developing strategies and implementing the ongoing operation of the programs.

### IV. PROGRAM DESCRIPTION

We will develop a variety of activities which will attempt to involve everyone on campus. These will include: curricular and cocurricular activities.

- A. Programs - special assemblies to promote multicultural awareness. A suggested group might be the Twelfth Night Repertory Company. These performances would create a positive awareness of various racial and ethnic groups. They would include information on racial conflicts and incidents occurring now in our society. An example is the current Anti-Catholic, Anti-Black, and Anti-Semitic behavior promoted by such organizations as the American Nazis and the Ku Klux Klan.

- B. "Hands Across the Campus" buttons which are only available to students for participating in "Hands Across the Campus" activities. Buttons might be an individual design for each school, or an adoption of the original "Hands Across the Campus" design.
- C. Contests promoting intercultural awareness. Some examples include:
  - 1. Contests of ethnic recipes.
  - 2. Contests of words translated into the languages spoken at the schools.
  - 3. Contests of cultural information.
  - 4. Contests of art with a multicultural theme.
  - 5. Contests of "Name That Tune" over the loudspeaker involving well-known songs from different culture groups.
- D. Intercampus visitation to provide further interaction among student leaders. Student leaders would travel to another school involved in "Hands Across the Campus" for the school day and participate in planned activities on an exchange basis.
- E. Special days involving exposure to ethnic food, music, holidays, etc. Coordinate food served in the cafeteria with the assembly program. During the same week there can be contests, bulletin announcements, and music which emphasize the positive aspects of a particular ethnic group. Also, celebration of holidays or days related to individuals important to the various cultures.
- F. Peer sponsor program: Student to new student, helper and friend. Students volunteer to be part of this program. Counselors keep their names on file. When a new student enrolls in school, the peer sponsor is notified. The sponsor helps the new student to become acquainted with the new school environment.
- G. Adopt-A-Kid program: Teachers may choose to form a special friendship with newly arrived ESL students and provide counseling service on campus.
- H. ESL partnership program: To provide interaction between a leadership class and an ESL class. The students form relationships and teach one another about their cultural backgrounds. They exchange letters, birthday and holiday cards. The two classes occasionally meet during the class period to promote positive interaction.
- I. Field trips. (Various as related.)
- J. Faculty staff development will assist teachers in providing students with human relations processes as they study the basic subjects. Part of this will be highlighted at the preschool in-service and will continue during the course of the school year. Emphasis will be placed on meeting local school needs.
- K. Use of multicultural resource materials.
- L. Extracurricular recreational activities, i.e., soccer club and international club.

- M. After school tutorial program staffed by teachers, meeting several times a week, to promote improvement of basic skills and consequently improvement of self-image.
- N. The curricular offerings provided by the class, America's Intercultural Heritage, will include: the historical, psychological and cultural backgrounds of major ethnic groups; discussions of contemporary issues related to these groups and discussions of the nature of prejudice, discrimination, and stereotyping.

V. POTENTIAL FOR CONTINUATION OF PROGRAM

The ongoing possibility of this program is desired by Administrative Area 7. We believe that once the program is initiated, the possibilities of its transfer to other secondary school campuses is excellent. With additional years added, there would be greater opportunity for other secondary school teachers and students to visit and observe the "Hands Across the Campus" program. Administrative Area 7 views the program as a continuing effort rather than as a single one-year experiment without continuity.

VI. EVALUATION PROCEDURES

The student leadership coordinator at each local campus, and any additional persons they deem necessary, will monitor the local school program and its effectiveness. Local measurement tools may be utilized, but most emphasis would be placed on day-to-day observations and teacher and student evaluation. Administrative area persons will also participate in evaluation procedures. Information gathered in the evaluation of the program will be used to modify and improve the following year's program.

May 16, 1986

Bill Honig  
Superintendent of Public Instruction

Dear Bill:

Expectations!

Do we expect educators to react and give guidance when they hear slurs like "faggot" and "dyke"? Have educational leaders articulated expectations in this area? Are teachers and administrators prepared to respond to myths and stereotypes about lesbians and gays?

Currently, the prevailing response to these anti-gay slurs is to ignore them which is to condone them. This must change. I request that you state the expectation that educators will deal with all scapegoating, that a passive response to such behavior is unprofessional.

I also request that you initiate the implementation of Recommendation #30 of the Final Report of the Attorney General's Commission on Racial, Ethnic, Religious and Minority Violence issued in April, 1986. see enclosed report.

Thankyou for your leadership on these issues.

*Hank Wilson*

Hank Wilson  
Board Member, Community United Against Violence  
55 Mason  
S.F., CA. 94102

415-441-4188

**CALIFORNIA STATE DEPARTMENT OF EDUCATION**

721 Capitol Mall; P.O. Box 944272

Sacramento, CA 94244-2720

**Bill Honig**

Superintendent

of Public Instruction

June 18, 1986

Hank Wilson  
Board Member  
Community United Against Violence  
55 Mason  
San Francisco, CA 94102

Dear Mr. Wilson:

We have received your letter of May 16 in which you expressed concerns related to stereotypes about lesbians and gays. The Intergroup Relations Office of the State Department of Education provides training for school district personnel in areas related to understanding and accepting individual and cultural differences and similarities. Dr. Reuben Burton, Manager of the Intergroup Relations Office, met with the Attorney General's Commission on several occasions and discussed the issues contained in your letter with Thomas F. Coleman, former Co-Chair, National Committee for Sexual Civil Liberties, and a commission member. Methods for handling homophobia in the school setting are currently being discussed within the Department of Education with assistance from Mr. Coleman.

Please contact Dr. Burton at (916) 445-9482 for additional information.

Best regards,

BILL HONIG

A handwritten signature in cursive script that reads "James R. Smith".

James R. Smith, Deputy Superintendent  
Curriculum and Instructional Leadership

BH:mwd



RERMV SUBCOMMITTEES

Education/Community Relations

Rev. Will Herzfeld, Chair  
Irma Castro  
Richard Chavez  
Tom Coleman  
Janet Levy  
Leticia Quezada  
Dr. Hazel Russell  
Msgr. William Barry, ex officio

Litigation

Judge Alice Lytle, Chair  
Joaquin Avila  
Vincent Harvier  
John Saito

Legislation

Diane Yu, Chair  
David Kassoy  
John Mack  
Judge Armando Rodriguez

**ATTORNEY GENERAL'S COMMISSION ON RACIAL, ETHNIC, RELIGIOUS  
AND MINORITY VIOLENCE**

**REPORT OF THE EDUCATION/COMMUNITY RELATIONS SUBCOMMITTEE**

A major goal of the Education Subcommittee is to develop strategies to increase public awareness of the reality and nature of violence against minorities; to provide information to the public and victims on their rights under the law and the resources and remedies available.

The subcommittee recommends the following actions:

**Community Relations**

1. That the Attorney General introduce legislation urging creation of Human Relations Commissions in each county and that funding be provided to allow them to fulfill their mandate.
  - that funding be provided for translators to work with hate crime victims; and for the development of intensive community training seminars on the judicial system.
  - that the Human Relations Commissions be encouraged to establish a statewide network for information sharing, identification of model programs which can be implemented in other areas and statewide as appropriate.
2. That the Department of Justice Civil Rights Section annually update and distribute the civil rights handbook to: community organizations, law enforcement agencies, schools, and other appropriate agencies.
3. That a brochure be developed for distribution to the public as an information handout on victims rights and remedies, and that it be distributed in mass quantities to community groups, agencies, churches, etc.; and that it be translated into other languages as appropriate.
4. That the Attorney General consider development of a Civil Rights newsletter, and that it be given wide distribution to community groups, schools, etc. to raise public awareness of the problem of RERMV crimes, and current events in the area of civil rights.
5. That the Department of Justice Crime Prevention Center update its brochures on how to avoid becoming a victim for the elderly and disabled, and that these brochures be made available in other than English languages.
6. That the media be made aware of their responsibility to portray a positive image of all ethnic, religious and minority groups; and that sensitivity in reporting crimes is an important factor in fighting RERMV.

7. That the Attorney General consider establishment of an "800" number to serve as a hotline for victims of RERMV crimes to provide information on where and how to report these crimes.

### **Education/Training**

California has a rich history of racial, ethnic, religious and lifestyle differences, and tensions seem to reappear with each new generation. One of the best places to start to reduce these generational antagonisms is our schools. According to one report, 46.8% of the students in our schools are minority students. In order to reduce the tensions which lead to violence we must teach our young people how to relate to one another. Therefore, the subcommittee recommends the following actions:

8. That the Attorney General impress upon the Superintendent of Public instruction the necessity for cultural relations programs in the public school curricula, and encourage implementation of such programs on a statewide basis.
9. That the Department of Education provide training for teachers and administrators on sensitivity to cultural diversity; effective teaching of human relations and cultural awareness; and response to racial, ethnic, religious, and minority violence.
10. That the Department of Education evaluate curricula to insure it includes accurate information, not stereotypes, about immigrant cultures.
11. That the Department of Education produce a booklet on the myths and stereotypes about homosexuality.
12. That the Attorney General stress to law enforcement the need for sensitivity to diverse cultures and human relations; and that he request that the time assigned to community/cultural relations segment of the POST basic training course for law enforcement officers be increased.
13. That the POST Commission study the issue of sexual orientation nondiscrimination and issue guidelines governing local law enforcement employment policies and practices.

In addition, the Subcommittee recommends that the Commission stress to the Attorney General that, while not specifically within its mandate, to the degree that the movement to provide sanctuary for persons from Central America seeking refuge in this country results in exploitation and violence, it must be addressed by our criminal justice system to assure full protection of their civil rights.

Likewise, the problems of undocumented persons, particularly as they become victims of crime and violence because they are an especially vulnerable group who easily become targets for exploitation should be addressed, and the Subcommittee recommends that the Commission urge the Attorney General to explore means of addressing and alleviating these problems.

The issues of school and gang violence, as well as prison violence, while also not in this Commission's mandate, cannot be ignored when dealing with the whole issue of violence based on bigotry and hatred. The Subcommittee recommends that the Commission urge the Attorney General to explore means of alleviating and/or eliminating these problems.

---

Bishop Will Herzfeld  
Education/Community Relations  
Subcommittee Chairperson

Summary of Subcommittee on Education/Community Relations Meeting

AG'S  
RERMV Commission  
September 10, 1984

Members Present:

Rev. Will Herzfeld, Chair  
Janet Levy  
Tom Coleman  
Dr. Hazel Russell  
Msgr. William Barry

Absent

Irma Castro  
Richard Chavez  
Leticia Quezada

The recommendations from the Governor's 1982 Task Force on Civil Rights Report were distributed to members for review.

Discussion centered around the need for a civil rights handbook patterned after the Women's Rights Handbook produced by the Attorney General's Office. The question was raised as to whether this would be a handbook that can be used by the general public or community relations commissions. It was pointed out that the Women's Handbook did not contain citations, and that a handbook should be developed that would accomodate the needs of the public and not be strictly legally oriented, but which incorporated the citations as footnotes.

Commissioner Coleman distributed copies of the Executive Summary of the Commission on Personal Privacy Report as an example that would accomodate both interests. The summary contains material from the report in a more summary fashion with the citations noted in the margin next to the paragraph.

There was also discussion about development of a booklet on a lesser scale dealing with rights of people, and development of some educational materials and programs that can be used by local groups for model training programs.

An immediate priority identified was the need to get the word out to community organizations about the existence of the Commission and its purpose.

Continuing work with the press was also noted. Concern at the lack of response by the press to the creation of the Commission was expressed. It was suggested that when press releases contain information on issues that may be newsworthy, such as action items on agendas, etc., the press may be more responsive. As an example, Commissioner Coleman indicated it was his intent to write an article on AB 848, as soon as it is signed by the Governor, for publication in gay newspapers, to focus on the bill as a news item, and then lead into creation of the Commission.

The members identified those items of particular concern to them and what they felt the commission should accomplish.

Commissioner Coleman:

- development of a pamphlet dealing with rights of people, victims of violence.
- to work with the Commission on POST to do a model training program on community relations and in-service training; development of educational material and or programs that can be used by local groups.
- work with educational and other institutions such as the Department of Youth Authority and the Department of Education to begin educating our youth on community relations and rights of people.

Commissioner Levy:

- provide liaison function throughout the state by providing other communities with a model such as the San Francisco Senior Escort Outreach Program.

This is a model program that utilizes a roving patrol to assist the elderly if they want to go out and are afraid to go alone; e.g., to do shopping, etc. In the last year they have prevented thousands of muggings and beatings and acts of violence against the elderly.

Commissioner Levy stated that she would like to see this program adopted throughout the state.

She also indicated that she would like to see:

- involvement with ethnic elderly groups. She indicated there has been quite a good relationship between the elderly and the gay community.
- coordination with other state departments such as the Department of Aging, Department of Education, Social Services, Recreation, etc.
- Training of police officers. She indicated that many officers really don't know much about older people, and the effects of some of their illnesses; they assume they are either drunk or under the influence of drugs, when they are just sick.

Monsignor Barry:

- explore avenues to get the information to organizations

such as social service organizations, etc. who could disseminate it.

- to get the message out to people; raise the consciousness of people to make them more aware of these situations.

Dr. Russell:

- Public education: Much of this violence goes on in schools. The schools do not do enough human relations kind of ethnic studies.
- Need to have the State Department of Education involved with committee. Request that they assign a liaison representative to committee.

The question as to whether the Commission would hold public hearings was discussed. It was pointed out that while the Commission had not ruled out holding public hearings, that the emphasis would be that the Commission would hear from those agencies who have held hearings-on what their findings and recommendations are.

Rev. Herzfeld pointed out that the morning's presentation by the Sacramento County Human Relations Commission had made several recommendations which could be used for purposes of discussion, such as:

- publication of a rights booklet for immigrants.
- the issue of language, which is related to the question of education. The Commission may want to decide to invite the participation of the State Department of Education.
- the investigation of ownership of housing inhabited by Indo-Chinese people;
- state funding for local fair housing - human rights commissions; and county and city governments.

These were some of the specific suggestions directed to the Office of the Attorney General.

Rev. Herzfeld pointed out that the morning's session was particularly helpful in focusing on what our style and motives should be.

He indicated it would be incumbent on members, therefore to identify other agencies or groups who have held public hearings, especially those who may have information on some of the topics that would not be touched on, were it not for the existence of this kind of Commission.

He stated the subcommittee should review the recommendations made by the Sacramento County Commission to determine which ones should be taken before the full commission for further discussion.

Rev. Herzfeld asked if it were feasible for the Commission to publish a meeting schedule in advance so that people who might want to come and participate would be notified.

Marty indicated that a list of "interested persons" had been started, based on requests for information, etc., including other agencies, such as the Human Relations Commissions, and that a public "meeting notice" was sent out at least two weeks in advance of the meeting.

Commissioner Coleman pointed out that there had been discussion about the need to have human relations commissions, and the fact that San Diego does not have one. Since we will be meeting in San Diego he stated it might be appropriate to have a presentation on the need for a human relations commission in San Diego, how it relates to violence, bigotry, etc.

Marty pointed out the "Equal Rights Under the Law" Handbook - handed out by Marian Johnston, that was done primarily for the legal profession about 20 years ago, might be appropriate to have updated and is something that the Commission might want to consider.

It was agreed that the commission should recommend to staff that the equal rights statutes handbook be updated, and perhaps that could be an appendix to the civil rights handbook.

Monsignor Barry stated that as we compile information, we should not have a preconceived notion of what is going to be published. As information is developed, we may wish to reproduce it in one form or another to meet the needs of the public, enforcement agencies, etc.

It was suggested that the committee should establish a relationship with other minority groups for purposes of on-going dialogue, and invite their input.

There was discussion about SB 2080. The bill would be effective January 1, 1985, and appropriates \$75,000 to the Department of Justice to compile and analyze information on RERMV, to establish a standard for reporting. It was pointed out that the Department of Justice would be responsible for implementation.

It was suggested that a recommendation be made to the whole Commission that each member compile a list of public rights organizations that we should notify of the commissions' existence, and that each member take the responsibility for a cover letter to send to those groups.



HC's  
RERMV COMMISSION ON

Sub  
LEGISLATION, COMMITTEE MEETING - September 10, 1984 REPORT -

1. Linda Cabatic, DAG, made a brief presentation about the legislative process and possible areas for Commission input. The committee questioned whether the Commission could take a position on legislation independent of the Attorney General.
2. The committee discussed possible areas for future legislative proposals, e.g., training for law enforcement personnel; "seed-money" funding for interpreters; "hate-monger" recorded telephone messages. Committee members also discussed the possibility of establishing a program to provide an Attorney General presence at the scene of a violent crime.
3. The committee discussed a mechanism for conferring on pending legislation. The committee concluded that Deputy Attorney General Manny Medeiros send to the committee members copies of all pending legislation that the commission would be interested in. Whenever possible, the bills would be discussed at the next legislative committee meeting. However, where urgency required an earlier discussion, he would arrange for a conference call on either Thursdays or Fridays at/or after 4:00 p.m. to discuss the bills with the committee members. The committee would then state the position that they wanted to be taken on behalf of the commission at that time. There was some question whether the committee could make any recommendations on legislation without referral of the issue to the full commission.
4. The committee would seek from the full commission direction as to how they should proceed on legislation. Are they authorized to take positions on behalf of the commission in those cases where positions must be determined prior to the next full commission meeting? Does the commission want to be apprised of all legislation before any positions are taken at all? The committee requested the assistance of the commission in devising a mechanism for handling legislation in emergency situations.
5. The committee authorized Diane Yu to draft and send a letter to legislators and other interested groups indicating that the commission does exist and that it does have a legislative subcommittee which is interested in legislation relating to RERMV issues.

The Committee requested a list of all public entities and legal aid-type organizations that have interests similar to those of the Commission.

The Committee would also like a copy of the "roll out" program proposal which the Attorney General implemented while he was Los Angeles County District Attorney.

Diane Yu suggested that the committee meet on February 8, 1985, at 10:30 a.m. in her office in Oakland. It appears that, whether or not there are items to be discussed in December, there will probably be a sufficient number of bills for consideration by the legislative committee in February. At that February committee meeting, the committee could prepare its recommendation for submission to the commission at the March commission meeting.

She asked that if some committee members have any problem with this date or have other suggestions concerning the subcommittee meeting they should get in touch with her.



# ATTORNEY GENERAL'S COMMISSION ON RACIAL, ETHNIC, RELIGIOUS, AND MINORITY VIOLENCE

John Van de Kamp  
Attorney General

## COMMISSIONERS

November 27, 1985

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Diane Yu  
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TO: EDUCATION SUBCOMMITTEE MEMBERS

Attached is the report of the recommendations approved by the subcommittee at the Fresno meeting.

Please review these, and if you have any changes or revisions, please let me know by Friday, December 13. Please feel free to edit!

The report will be submitted to the full Commission at the January meeting.

  
MARTY MERCADO  
Coordinator

bcc: Louis Verdugo/FYT  
Trish Donahue

Marty Mercado  
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**ATTORNEY GENERAL'S COMMISSION ON RACIAL, ETHNIC, RELIGIOUS  
AND MINORITY VIOLENCE**

**REPORT OF THE EDUCATION/COMMUNITY RELATIONS SUBCOMMITTEE**

A major goal of the Education Subcommittee is to develop strategies to increase public awareness of the reality and nature of violence against minorities; to provide information to the public and victims on their rights under the law and the resources and remedies available.

✓ The subcommittee recommends the following actions:

**Community Relations**

1. That the Attorney General introduce legislation urging creation of Human Relations Commissions in each county and that funding be provided to allow them to fulfill their mandate.  
→ -- that the Human Relations Commissions be encouraged to establish a statewide network for information sharing, identification of model programs which can be implemented in other areas and statewide as appropriate.
2. That the Department of Justice Civil Rights Section annually update and distribute the civil rights handbook to: community organizations, law enforcement agencies, schools, and other appropriate agencies.
3. That a brochure be developed for distribution to the public as an information handout on victims rights and remedies, and that it be distributed in mass quantities to community groups, agencies, churches, etc.; and that it be translated into other languages as appropriate. ✓
4. That the Attorney General consider development of a Civil Rights newsletter, and that it be given wide distribution to community groups, schools, etc. to raise public awareness of the problem of RERMV crimes, and current events in the area of civil rights.
5. That the Department of Justice Crime Prevention Center update its brochures on how to avoid becoming a victim for the elderly and disabled, and that these brochures be made available in other than English languages.
6. That the media be made aware of their responsibility to portray a positive image of all ethnic, religious and minority groups; and that sensitivity in reporting crimes is an important factor in fighting RERMV.
7. That the Attorney General consider establishment of an "800" number to serve as a hotline for victims of RERMV crimes to provide information on where and how to report these crimes.

*Translators - funding for, to work with hate crime victims. Develop intensive training seminars on*

## Education/Training

California has a rich history of racial, ethnic, religious and lifestyle differences, and tensions seem to reappear with each new generation. One of the best places to start to reduce these generational antagonisms is our schools. According to one report, 46.8% of the students in our schools are minority students. In order to reduce the tensions which lead to violence we must teach our young people how to relate to one another. Therefore, the subcommittee recommends the following actions:

8. That the Attorney General impress upon the Superintendent of Public instruction the necessity for cultural relations programs in the public school curricula, and encourage implementation of such programs on a statewide basis.
9. *that* The Department of Education ~~should~~ provide training, for teachers and administrators on sensitivity to cultural diversity; effective teaching of human relations and cultural awareness; and response to racial, ethnic, religious, and minority violence.
10. *that* The Department of Education ~~should~~ evaluate <sup>school</sup> curricula to insure it includes accurate information, not stereotypes, about immigrant cultures.
11. *that* The Department of Education produce a booklet on the myths and stereotypes about homosexuality.
12. That the Attorney General stress to law enforcement the need for sensitivity to diverse cultures and human relations; and that he request that the time assigned to community/cultural relations segment of the POST basic training course for law enforcement officers be increased.
13. That the POST Commission study the issue of sexual orientation nondiscrimination and issue guidelines governing local law enforcement employment policies and practices.

*Likewise*  
In addition, the Subcommittee recommends that the Commission stress to the Attorney General that, while not specifically within its mandate, to the degree that the movement to provide sanctuary for persons from Central America seeking refuge in this country results in exploitation and violence, it must be addressed by our criminal justice system to assure full protection of their civil rights.

The issues of school and gang violence, as well as prison violence, while also not in this Commission's mandate, cannot be ignored when dealing with the whole issue of violence based on bigotry and hatred. The Subcommittee recommends that the Commission urge the Attorney General to explore means of alleviating and/or eliminating these problems.

*[add undocumented workers]*